

**Grade K Math: Weeks 31-36 April 22- June4
2012-2013**

Standards	*	Lessons	Teacher Notes																		
Learning Targets for each Key Standard reflect the benchmark that students must learn during that grading period.																					
K.OA.2- Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. Learning Targets: I can solve addition and subtraction word problems within 10 using my strategies. (Strategies: objects or drawings)	▶	To address KCAS, the following should be included in instruction: Math Investigations: Unit 5 Sessions: <ul style="list-style-type: none">1.1-1.62.1-2.63.1-3.8 GAP LESSONS <u>K.G.1</u> Placing 2-D Shapes Placing 3-D Shapes <u>K.OA.2</u> Math Investigations – 1 st Grade, Unit 1: Sessions 3.3 and 3.5 More Subtraction Stories <u>K.NBT.1</u> Teens on the Ten Frame	KCAS Note: K.OA.2 –Drawings do not need to show details, but should show the mathematics in the problem.																		
K.NBT.1- Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18=10+8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. Learning Targets: I can compose and decompose a number from 11-19 using tens and ones and record the number using my strategies. (Strategies: objects or drawings) I understand that the numbers from 11-19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	▶																				
K.G.1 - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>. Learning Targets: I can describe objects in the environment using names and shapes. I can describe where to find an object using relative positions.	▶																				
K.G.2 - Correctly name shapes regardless of their orientations or overall size. Learning Targets: I can name squares, circles, triangles, rectangles, and hexagons. I can name cubes, cones, cylinders, and spheres.	▶	<table><tr><th colspan="2">Formative Assessment Opportunities</th></tr><tr><td>K.OA.2</td><td></td></tr><tr><td>K.NBT.1</td><td></td></tr><tr><td>K.G.1</td><td></td></tr><tr><td>K.G.2</td><td></td></tr><tr><td>K.G.3</td><td></td></tr><tr><td>K.G.4</td><td></td></tr><tr><td>K.G.5</td><td></td></tr><tr><td>K.G.6</td><td></td></tr></table>	Formative Assessment Opportunities		K.OA.2		K.NBT.1		K.G.1		K.G.2		K.G.3		K.G.4		K.G.5		K.G.6		
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K.G.3 - Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). Learning Target: I can identify a shape as two-dimensional or three-dimensional.	▶																				

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<p>K.G.4 - Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p>Learning Target: I can compare and contrast attributes of two-dimensional and three-dimensional shapes.</p>	▶	<p><u>Vocabulary</u> two-dimensional, three-dimensional, cube, cylinder, cone, sphere, rectangle, square, circle, triangle, hexagon, above, beside, below, in front of, behind, next to, compare, contrast, combine, addition, subtraction</p>	
<p>K.G.5 - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>Learning Target: I can model shapes in the world by building and drawing.</p>	▶	<p>http://www.amathsdictionaryforkids.com/</p>	
<p>K.G.6– Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</p> <p>Learning Target: I can combine shapes to make larger shapes.</p>	▶		